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ENTREPRENEURSHIP RESEARCH GROUP

Department Of Business Administration And Marketing
Faculty Of Management Sciences Delta State University.

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Call for Papers

Each edition of the journal is conceptualized on the basis of issues. Accordingly, NJEEM's call for paper is made to address issues that bother on public policy and business strategy. Authors are therefore advised to consult previous issues to keep pace with the next call for paper.

Letter from the Editor

Welcome to Volume 1, Number 1, of the *Nigerian Journal of Entrepreneurship and Enterprise Management*. As you are aware, the mission of the *NJEEM* is to publish empirical and theoretical manuscripts which advance the entrepreneurship discipline from a Nigerian perspective. As editors, we will foster a supportive, mentoring effort on the part of the referees in order to encourage and support authors. We welcome diverging as a way of promoting learning; develop understanding; and gain knowledge about the discipline.

In this volume, the Editorial Board was constrained to accommodate some manuscripts that did not completely fit into the guidelines outlined in the call for papers. Thus, we edited some of the manuscripts due to space limitations, while preserving the flavor of the article. We hope that in the future, authors will recognize the high standards the Board desires for all editions of NJEEM.

We invite readers to submit manuscripts for consideration in subsequent editions of NJEEM. We also hope that you will join us at the International Conference of the NJEEM which is scheduled for September, 2008, in Asaba, Delta State.

Send all enquiries about the conference to the address below:



Dr. O. P. OPIA

Editor-in-Chief

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Examining the Relationship between Entrepreneurial Education and Entrepreneurial Action: Implications for Academic Entrepreneurship

Famous Izedonmi PhD*, Chinonye Okafor** and Mercy Ogbari***,

Abstract: *In this paper, we focus on examining the relationship between entrepreneurial education and entrepreneurial action by academics. The data covers survey answers by 110 people representing the sample size of the academics from Covenant University in Ogun State, Nigeria. The Humanistic learning theory was adopted as the theoretical framework. Both descriptive and statistical tool were used to analyze the data collected. The result from the chi square analysis revealed that there is a positive relationship between academics and entrepreneurship. To transfer entrepreneurial skill to students, it was recommended that the entrepreneurial characteristics of academics should be explored by exposing them to constant training in the industry on entrepreneurial issues and practices.*

Key Words: Entrepreneurial Education, Academic Entrepreneurship and Entrepreneurial Action.

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1. Introduction

Academics place more emphasis on teaching, researching / publishing and probably community development (George, Jain and Maltarich, 2005). They have come to regard their roles as traditional duties. On the other hand, entrepreneurship has much to do with opportunity identification, combining of resources, establishing and running an enterprise for profit making or social services. Thus, while entrepreneurship involves issues that deal with creativity, commercialization and profitability, academic activities, involve more of researching, writing dissertation and articles for journal publications. The importance of entrepreneurship for economic growth and development in the areas of poverty alleviation, employment generation, and economic vitality has made entrepreneurial education more significance in developing economies in this 21st century. Universities in Nigeria for instance are complying with the National University Commission (NUC) mandate on making entrepreneurial Development Studies (EDS) a compulsory course for all Nigerian Universities. The primary purpose is to equip university undergraduates with the necessary entrepreneurial and intrapreneurial skills that will enable them to be self-employed and self-reliant after graduation.

The skills required for entrepreneurial activities are quite different from the requirements of academic pursuit. Entrepreneurship education attempts to provide the knowledge and hands-on learning experiences to help students develop the skills associated with starting a business venture. These include visioning, leading, communicating, listening, problem solving, managing change, networking, negotiating, and team building (Sahlman and Stevenson, 1992).

To communicate these skills to students, instructors or lecturers need to be well informed and equipped with both the theoretical and practical aspect of the course. This is important because one cannot give what he or she does not have. However, a great distinction exists between theory and practice. The two differ in perspectives, objectives, governance modes and incentive system (Lacetera, 2005; George, Jain and

Maltarich, 2005). They are like two sides of a coin. One must complement the other or else the coin does not exist. For students to be well informed and adequately equipped with entrepreneurial skills, both the theoretical and practical aspect of entrepreneurship must be communicated to them.

Previous researches have emphasized much on entrepreneurial characteristics, factors that influence entrepreneurs, importance of entrepreneurial education and little emphasis has been on the relationship between entrepreneurial education and entrepreneurial action among the academics. This study therefore aimed at achieving the following objectives; (i) to identify, if any the entrepreneurial identity by the selected academics. (ii) To identify the relationship between academics and entrepreneurship. (iii) To determine the relationship between entrepreneurial education and entrepreneurial action by academics and their ability to transfer learning to the students. To achieve these objectives, the following research questions were posed. Do academics possess the characteristics required for entrepreneurship? Is there any relationship between academics and entrepreneurship? What is the relationship between entrepreneurial education and entrepreneurial action by academics? The rest of the paper is divided into five sections. Section II presents the literature review and theoretical framework. Section III indicates the methodology; section IV shows the data analysis while section V shows the concluding part of the work.

2. Literature Review

2.1 Entrepreneurial Identity

Entrepreneurship is viewed as the engine of growth in the economy (Schumpeter, 1934), and entrepreneurs are regarded as the sparks that ignite those engines (Williams, 2004). Entrepreneurship according to Low and Macmillan (1988) is the 'creation of new enterprise'. Bygrave (1989) also defined entrepreneurship as "a process of creating of a new organization and to pursue it". These definitions show that entrepreneurship is a 'process rather than a state of being' (Bamiduro, 2001). As a process, it involves risk taking propensity (Brockhaus, 1990); tolerance of ambiguity (Schere, 1982); failure as a feedback (Kourilsky, 1995); desire for achievement (McClelland, 1961), emotional stability and the likelihood of failure (Kourilsky, 1995). George, Jain and Maltarich (2005) called these characteristics entrepreneurial identity and argued that it may not be easily communicated in theoretical terms.

H1: Academics possess entrepreneurial characteristics.

2.2 Academic Entrepreneurship

George, Jain and Maltarich (2005) suggested three different role identities for academic entrepreneurship. These include; university identity, industry identity and public identity. University identity focuses on tech transfer (University perspective), industry identity emphasizes technical advance (Industry perspective) and public identity focuses on patent right based on quality product/service (policy perspective). As Kourilsky (1995) argues, academic entrepreneurship means a successfully college integrated entrepreneurship program that; (i) create and reinforce a strong sense of individual ownership, activities, and outcomes (ii) maximize the opportunity for individuals to take responsibility for a wide and integrated range of tasks (iii) encourage academics to develop intellectual networks in line with the strategy. (iv) link rewards to satisfying academic needs and thus school excellence; (v) encourage strategic thinking before formal planning among the academics.

H2: There is relationship between academics and entrepreneurship.

2.3 Entrepreneurial Education and Entrepreneurial Action by Academics

Entrepreneurship education generally refers to programs that promote entrepreneurial awareness for career purposes and skill training for business creation and development (Vesper, 1990; Bechard & Toulouse, 1998 cited in Rasheed, 2001). It tries to provide the knowledge and hands-on learning experiences to help students develop the skills associated with starting a business venture. Hatten & Ruhland (1995); Hanesmark (1998) and Ede, Panigrahi, & Calcich (1998) cited in Rasheed (2001) support the value of formal entrepreneurial education at the university level, but affirmed that it will only be in terms of affecting the attitude towards entrepreneurship as a career alternative. Entrepreneurial education requires students to envision, create, market, and sell their entrepreneurial ventures. To significant extent, this means a trial and error process with continual guidance in decisions that involved both theory and practice (entrepreneurial experience) (Kirby, 2002; Williams, 2004).

H3: There is relationship between entrepreneurial education and entrepreneurial action by academics.

2.4 Theoretical Framework

Learning Theory-Humanistic Approach

The theoretical framework for this study rests largely on the humanistic approach of the learning theory. The major focus of humanistic education is the development of an individual (development of a person's emotion, value, self concept, goal and need) (Huntt, 1997). This theory promotes positive self direction and independence in education. Adapting the humanistic approach to entrepreneurial education enables academics to relate to the trends prevalence in the industry as regards to entrepreneurship (Hill, 1999). Applying learning theory to entrepreneurship, helps in communicating the importance of entrepreneurial education to effective entrepreneurial action and the need to impart skills and confidence on students for self-independence and self reliance in the society. Entrepreneurial education based on solid learning theory can develop academics by increasing their business knowledge, and promote their characteristics associated with entrepreneurship (Krueger & Brazeal, 1994 and Wälstad & Kourilsky, 1999).

3. Methodology

3.1 Research Design

The researchers conducted a field survey with questionnaire as the research instrument targeting academics in a formal university setting as their respondents. This is done so as to achieve the main objective of this paper. The respondents' opinions were sought on the hypothesis of this work.

3.2 Research Instrument and Technique

Three sets of questions which are both closed-ended and open-ended were proposed. More of closed-ended questions were emphasized because they give rise to quantifiable information appropriate for statistical analysis (Barrett, 1995). Two of these set of questions sought information on the personal bio data of the respondents and their views on entrepreneurship while the last set of the questions was based on Likert scale technique (Asika, 2000). The structured questionnaire was prepared in English which is the general language in the university environment. A sample size of 110 lecturers was selected from the university. The questionnaire was distributed among the lecturers of the institution and was collected after a minimum of three hours gives to them to complete the questionnaire. Out of the 110 questionnaires distributed, 101 were returned giving a response rate of 92%. Both descriptive and statistical methods were used in analyzing the questionnaire. While descriptive methods was adopted to analyze the demographic and socio-economic characteristics of the respondents, chi square was used in testing the hypotheses.

4.1 Survey Results

The questionnaire was analyzed based on the objectives of the research which include (i) to identify the entrepreneurial identity possessed by academics. (ii) to identify the relationship between academics and entrepreneurship. (iii) to obtain the opinion of the academics on the effect of entrepreneurial education on entrepreneurial action by academics.

4.1.1 Entrepreneurial Identity

To ascertain the entrepreneurial identity peculiar to academics, thirteen variables were used to test the opinions of the respondents. Table 1 shows the means and standard deviations of the thirteen constructs based on entrepreneurial characteristics. The table also revealed that out of these constructs, mean scores of entrepreneurial identity of academics are high in seven characteristics which indicate that the academics under our investigation are entrepreneurial to some extent but not completely. They scored highly in order of the highest mean score of 4.55 to the lowest mean score of 3.66 in these characteristics which include need for achievement; independence; risk taking; self confidence; proactive ness; futuristic in decision making; creativity and innovation. Table 1 also shows that the volatility of the standard deviation in respect to the characteristics of the respondents is stable by virtue of the range of the result (0.915 – 1.126).

4.1.2 Academic Entrepreneurship

To determine the relationship between academics and entrepreneurship, eleven variables were used. The means and standard deviations for these eleven constructs are shown in Table 2. Out of these eleven constructs, it was discovered that academics were high in all the constructs. The highest and lowest mean and standard deviation scores are 4.65 & 3.86 and 1.216 & 0.539. This shows that the relationship between academics and entrepreneurship is positive. These variables include; desire to be one's own boss; passion for pursuit of one's dream; desire to leave business as a legacy; love to own a business and venturing into business in the next 10 years to mention but a few.

4.1.3 Entrepreneurial Education and Entrepreneurial Action by Academics

Table 3 shows that 98.9% of the respondents accepted the fact that entrepreneurial education has positive effect on academics entrepreneurial action, while 1% disagreed with the assertion. Also 76.7% of the respondents agreed that they have tried their hands in business and 23.3% has not tried their hands in business. The table also shows that only 40% of these respondents were successful in their business while about 60% of them considered themselves not fully successful. This shows that in spite of the fact that large proportion of the respondents indicated their participation in business in the last five years but quite a number of them were not fully successful. This may be as a result of their non exposure to entrepreneurial education.

4.2 Hypothesis Testing

Attempts are made in this section to examine the effect of the independent factors on the dependent variable and to test the various hypotheses set up in section one of this study. Chi-square was adopted as the statistical tool for the testing the hypotheses.

4.2.1 Hypothesis One

H0: Academics do not possess entrepreneurial characteristics

H1: Academics possess entrepreneurial characteristics

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.776 ^a	12	.054
Likelihood Ratio	17.511	12	.131
Linear-by-Linear Association	2.246	1	.134
No of Valid Cases	97		

a. 16 cells (80.0%) have expected count less than 5. The minimum expected count is .02

Interpretation:

At $\alpha = 0.05$ the tabulated value is .054. Since the chi-square value (i.e. $p < 0.054$) is having the same result with $p < 0.05$; hence we reject the null hypothesis (H_0) and accept the alternate hypothesis (H_1). This means that most people in academics possess entrepreneurial characteristics with which they can use in performing or carrying out futuristic entrepreneurial activities.

4.2.2 Hypothesis Two

H0: There is no significant relationship between academics and entrepreneurship.

H1: There is significant relationship between academics and entrepreneurship.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24.740 ^a	9	.003
Likelihood Ratio	20.776	9	.014
Linear-by-Linear Association	3.874	1	.049
No of Valid Cases	97		

a. 12 cells (75%) have expected count less than 5. The minimum expected count is .01

Interpretation

At $\alpha = 0.05$ the tabulated value is .0003. Since the chi-square value (i.e. $p < 0.003$) is less than the $p < 0.005$; we reject the null hypothesis (H_0) and conclude that there is a significant relationship between academics and entrepreneurship. This also means that as most academics are being exposed to entrepreneurial education, they are most likely to venture into entrepreneurship in the future.

4.2.3 Hypothesis Three

H0: There is no significant relationship between entrepreneurial education and entrepreneurial action by academics.

H1: There is significant relationship between entrepreneurial education and entrepreneurial action by academics.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.282 ^a	3	.041
Likelihood Ratio	7.792	3	.051
Linear-by-Linear Association	.339	1	.560
No of Valid Cases	89		

a. 3 cells (37.5%) have expected count less than 5. The minimum expected count is .22

Interpretation

At $\alpha = 0.05$ the tabulated value is .0003. The chi square value (i.e. $P < 0.041$) is less than the $p < 0.05$, meaning that there is a significant relationship between entrepreneurial education and entrepreneurial action by academics indicating that the involvement of academics in business ventures has a profound and positive effect on entrepreneurial education.

4.3 Discussions

Entrepreneurial education is a construct with 'three crowns' and to qualify to design and teach entrepreneurship program in institutions, an academia must possess the entrepreneurial identity and be ready to strike a balance between the multiple role identities of an entrepreneur (George, Jain and Maltarich, 2005). Entrepreneurial learning has been defined as 'the process of learning to create, recognize and act on business opportunities' (Rae, 2003). Leitch & Harrison (1999) suggested that a learning theory should be associated with program content and pedagogy of entrepreneurial development programs. The learning approach to entrepreneurial education recognizes the complexity of the environment and that entrepreneurial learning takes place through only a partly controlled and creative conscious thought process (Shepherd and Evan, 1997). Entrepreneurship requires both theoretical and practical approaches in teaching and learning. Teaching the theoretical aspect of entrepreneurship is just a tip on the ice bag as earlier works such as Rasheed (2001); Kirby (2002) and William (2004) have shown that relationship exist between academics and entrepreneurship. However, for entrepreneurial education to achieve its objectives, it must be based on a learning style that includes active experimentation, balanced with concrete experience and abstract conceptualization, to enhance entrepreneurial propensity (Gorman et al., 1997).

5.1 Conclusion

The results of this paper revealed that academics can be identified with entrepreneurial characteristics peculiar to entrepreneurs and there is a significant relationship between entrepreneurial education and entrepreneurial action by academics. For academics to be involved in the teaching of entrepreneurship in our colleges and institutions, the possession of the knowledge, skills and experience required for the course is necessary. Their involvement in entrepreneurship needs to be encouraged for effective and successful entrepreneurial program.

5.2 Recommendations

This study recommends that for academics to qualify to teach entrepreneurship, they need to be exposed to entrepreneurship programme (theory) and be involved in venture creation practical experience. Also, students should be allowed to practice entrepreneurship while in school or to do at least one month internship programme within the industry prior to their graduation. This will enable them to be familiar with the practical aspect of the course. (iii) The entrepreneurial characteristics of the academics should be explored by exposing them to constant training in the industry on entrepreneurial issues and practices. This will help in salvaging the economic degradation of our country. (iv) The industry (practitioners) should be allowed to participate in the teaching and designing of the curriculum for academic entrepreneurship program. This will help to bridge the gap between the town (industry) and gown (university).

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Appendix

Table 1 Academics' Entrepreneurial Characteristics

Characteristics	Mean	Std. Dev.
I enjoy pursuing moderately difficult goals	4.00	0.915
I am highly futuristic in taking decisions	4.40	0.588
My tolerance for ambiguity is very high	3.66	1.126
I enjoy taking risks a lot	3.92	0.895
My desire for independence and freedom is high	4.52	0.559
I am highly creative and innovative	4.42	0.591
I have strong internal desire for achievement	4.53	0.522
I am emotionally stable and confident	4.42	0.713
I am highly proactive in taking decisions	4.38	0.601
I believe I have control over my fate through my own efforts	3.96	1.109
My tolerance for ambiguity is very high	3.66	1.126
I can work effectively with less or no supervision	4.52	0.522
I am highly competitive in nature	4.13	0.723

Source: Field Reports, 2007

Table 2 Relationship between Academics and Entrepreneurship

Variables	Mean	Std. Dev.
Being my own boss is my ultimate goal in life	4.54	0.595
I can see myself venturing into business in the next 10 years	4.39	0.695
I read course in the high institution that is somehow related to business	4.21	1.108
I have a business related experience from my former place of work	3.86	1.216
I want to be more involved in business decision making	4.32	0.730
I love seeing new business enterprises springing up around me	4.41	0.589
I would like to leave a business behind as a legacy for my family	4.65	0.539
I want to test my skills and abilities for business	4.44	0.704
I have passion for the pursuit of my dream	4.55	0.557
I have thought of owing my own business	4.51	0.659
I have the ability to control over finance, time and other resources	4.38	0.666

Source: Field Reports, 2007

Table 3 Effect of Entrepreneurial Education on Entrepreneurial Action by Academics

Variables	Categories	Frequencies	Percentages (%)
There is positive effect of entrepreneurial education on entrepreneurial action by academics	Yes	91	98.9
	No	1	1.0
Have you tried your hands in business	Yes	69	76.7
	No	21	23.3
Performance in the business	Successful	28	40.6
	Fair successful	41	59.4

Source: Field Reports, 2007

